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ABSTRACT

A statistical description and analysis of the 1986 freshman class of the College of Staten Island (CSI) is presented. Six sections cover the following: full time student profile; full time student performance; full time student retention; part time student profile, part time student performance; and part time student retention. Sixteen tables provide statistics on: fall 1986 freshmen by English as a Primary Language/English as a Second Language status; age distribution; high school average, overall; high school average, English; high school average, mathematics; high school average, science; high school average, social science; high school average, foreign language; performance on Freshman Skills Assessment Program (FSAP) tests; choice of curriculum; FSAP tests by grade point average (GPA); GPA by age; overall high school average by GPA; grades in remedial courses; FSAP tests and retention; and retention by GPA and sex. Three graphs look at high school averages, high school average and GPA, and retention and GPA. Significant findings include the following: (1) 81% of first time freshmen were under 20 years of age; (2) 70% of freshmen failed one or more of the Assessment tests on the first try; (3) almost 90% of part time students selected an associate degree curriculum; and (4) attrition among part time students on probation (80%) was greater than among full time students (60%). Appendices cover race/ethnicity distribution, parents' education of entering freshmen, employment status of entering CSI freshmen, age distribution of entering freshmen, parental income of entering freshmen, marital status of entering freshmen, and personal income of entering freshmen. (SM)

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# ANNUAL REPORT ON FRESHMEN
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*Full Time Population

*The Office of Freshman Programs of The College of Staten Island is pleased to issue the 1986 Annual Report on Freshmen. Its purpose is to present a statistical description and analysis of the 1986 freshman class. Data representing the personal and academic backgrounds of freshmen, their choices of curriculum, and their academic performance in the first year are presented in the first and second sections of the report. In section three we address the critical issue of retention, most precarious in the first year of college, and we provide statistics identifying several relevant factors. A description of the programs developed in and operating from this office in response to this concern is also reported there. All data in the report are presented for the full time population specifically, with a discussion of any divergent findings concerning part time freshmen provided separately in the last three sections. Other information, including such factors as parents' education, race/ethnicity, and employment status in relation to City University of New York (CUNY) and U.S. averages, is available in the Appendix.*

*We welcome your comments and suggestions as we seek to make this report increasingly responsive to your needs for data.*

Elsa Nuñez-Wormack

*Elsa Nuñez-Wormack*
*Associate Dean of Faculty*

# *Executive Summary*

Following are the most significant findings emerging from the 1986-1987 Annual Report on Freshmen at The College of Staten Island:

**FULL TIME STUDENTS**

1. About 60% of freshmen had a high school average of 70 to 79; almost 80% had a high school average of 79 and below.
2. Eighty-one per cent of first-time freshmen at The College of Staten Island were under 20 years of age.
3. The male-female distribution was about 53% female, 47% male.
4. In Science and Mathematics, about 40% of freshmen had high school averages of 70 to 79, but about 80% had a high school average of 79 and below. In English, Social Science, and Foreign Language, 40-50% had a 70 to 79 average, and about 70% had an average of 79 and below.
5. A greater percentage of English as Second Language (ESL) students obtained an 80 or above high school average in all six subject areas compared to the English as a Primary Language (EPL) group.
6. ESL students performed significantly less well on the Reading and Writing Assessment Tests than the EPL population; there was no noticeable difference between the two groups on the Math Assessment Test.
7. For every freshman who failed all three Assessment tests on the first attempt, there were three freshmen who passed all three tests.
8. About 70% of freshmen failed one or more of the Assessment tests on the first attempt.
9. More men passed the Math and Reading Assessment Tests than women; however, the ratio was reversed for the Writing test.
10. About 10% of freshmen enrolled in Baccalaureate degree programs; an additional 15%, however, were qualified to do so but chose Associate degree programs instead.
11. The greatest number of students enrolled in curriculums clustered in Liberal Arts (45.8%), followed by Business (29.2%) and Health-related clusters (10.6%).
12. Students who passed all three Assessment tests obtained a GPA of 2.0 and above in significantly larger numbers than those who failed all three tests; however, about 40% of men and 30% of women who passed the three tests ended on academic probation within the first year.
13. Students with high school averages of 70 to 79 were evenly distributed in the probation and non-probation categories; 20% of those with 80 and above averages ended on probation; one third of those with averages of 69 and below obtained a GPA of 2.0 or better.
14. Eight out of ten freshmen needing remediation signed up for the appropriate courses during their freshman year. Of these, about 80% obtained a P grade in English courses, and about 45% passed Math remedial/developmental courses.
15. Fifty-seven per cent of students who left the College had GPA's of 1.99 and below. Among the students who persisted, 21.6% had GPA's of 1.99 or lower. About 20% of students with GPA's of 3.0 and above did not come back; inversely, about 40% of students on probation returned.
16. The retention rate for 1986 full time freshmen was 60.8%; however, special retention efforts impacted upon this figure. For example, the Exemplary Program retention rate was 67%.

**PART TIME STUDENTS**

1. Part time students were older than full time students and they came to The College of Staten Island with roughly the same high school averages.
2. Part time students performed better on the Writing and Reading tests but less well than full time students on the Math Assessment Test.
3. Almost 90% of part time students selected an Associate degree curriculum.
4. The correlation between GPA and age is more pronounced for part time than for full time students: the older the student, the better the GPA.
5. Attrition among part time students on probation (80%) was greater than among full time students (60%).

In important instances, these findings offer new facts and contradict some widely-held assumptions concerning this student population. This information indicates a need for improved responses to the issues of academic achievement and retention in the freshman year.

# FULL TIME STUDENT PROFILE

## AGE AND SEX DISTRIBUTION

Of approximately 1,100 full time freshmen enrolled in 1986, nearly 53% were female and 47% male. Most full time students began college right after high school graduation: 64.4% were 18 years old, and 81.2% were under 20. Among older students, women made up a slightly higher percentage of the class.

## ACADEMIC BACKGROUND AND COLLEGE PREPAREDNESS

For the purposes of this report, college preparedness is based on two measures — first, high school averages, both overall, and in five academic areas: English, Mathematics, Science, Social Science, and Foreign Language, and second, scores on the Freshman Skills Assessment Program (FSAP) tests. The FSAP tests were instituted in all units of The City University of New York in 1978 and are considered at The College of Staten Island to be a measure of general preparedness in basic skills for college-level work. They are the CUNY Math Assessment Test (CMAT), a test in arithmetic and elementary algebra; the CUNY Reading Assessment Test (CRAT), a multiple choice reading test; and the CUNY Writing Assessment Test (CWAT), an essay-type writing test.

### High School Averages

#### *Overall*

More than half (59.5%) of the freshman population had high school averages of 70 to 79; 20.3% had averages below 70, and 20.2% had averages in high school of 80 or above. Overall, a higher percentage of women (23.2%) had averages of 80 or above, as compared with men (16.9%). When the data are analyzed as a function of English language background — comparing English as a Second Language (ESL) and English as a Primary Language (EPL) students — 26.7% of ESL and 19% of EPL students had high school averages of 80 or higher. (Table 3)

#### *English*

The highest per cent of students were average in their high school English grades, with 55.7% falling in the 70 to 79 range. More students were above average (30.7%) than below average (13.7%). When comparing ESL and EPL populations, 36.3% of the ESL and 29.5% of the EPL students were found to have high school averages of 80 or above. (Table 4)

#### *Mathematics*

A significantly different profile exists for Math, in which 38.6% of all students had a high school average of 70 to 79. Those entering The College of Staten Island with averages of 80 or above made up 19.4% of the class, while 42.1% had averages of less than 70. Comparing ESL with EPL students, 32.6% of ESL and 17.5% of EPL had Math averages of 80 or above. On the other side of the spectrum, we found that 25.3% of ESL and 42.7% of EPL students had averages in Mathematics of less than 70. (Table 5)

**TABLE 1**
**FALL 1986 FRESHMEN by EPL/ESL STATUS**
**FULL TIME STUDENTS**

| | EPL | ESL | N.A. | Total (col %) |
|---|---|---|---|---|
| **MALES** | 398 | 70 | 51 | 519 |
| Row % | 76.7 | 13.5 | 9.8 | 47.3 |
| **FEMALES** | 458 | 70 | 50 | 578 |
| Row % | 79.2 | 12.1 | 8.7 | 52.7 |
| **Total** | 856 | 140 | 101 | 1097 |
| % | 78.0 | 12.8 | 9.2 | |

## TABLE 2
## AGE DISTRIBUTION
## FULL TIME STUDENTS

| Ages | 17 | 18 | 19 | 20 | 21-25 | 26-29 | 30-35 | 36-40 | 41-45 | > 46 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **MALES** | 18 | 335 | 80 | 34 | 34 | 14 | 2 | | | 2 | 519 |
| Row% | 3.5 | 64.5 | 15.4 | 6.6 | 6.6 | 2.7 | 0.4 | | | 0.4 | 47.3 |
| **FEMALES** | 20 | 371 | 66 | 25 | 45 | 20 | 12 | 9 | 4 | 6 | 578 |
| Row % | 3.5 | 64.2 | 11.4 | 4.3 | 7.8 | 3.5 | 2.1 | 1.6 | 0.7 | 1.0 | 52.7 |
| **Total** | 38 | 706 | 146 | 59 | 79 | 34 | 14 | 9 | 4 | 8 | 1097 |
| % | 3.5 | 64.4 | 13.3 | 5.4 | 7.2 | 3.1 | 1.3 | 0.8 | 0.4 | 0.7 | |

## TABLE 3
## HIGH SCHOOL AVERAGE — OVERALL
## FULL TIME STUDENTS

| | < 60 | 60-69 | 70-79 | 80-89 | > 90 | Total Col % |
|---|---|---|---|---|---|---|
| **MALES** | 2 | 101 | 251 | 59 | 13 | 426 |
| Row % | 0.5 | 23.7 | 58.9 | 13.8 | 3.1 | 47.8 |
| **FEMALES** | | 78 | 279 | 94 | 14 | 465 |
| Row % | | 16.8 | 60.0 | 20.2 | 3.0 | 52.2 |
| **Total** | 2 | 179 | 530 | 153 | 27 | 891 |
| % | 0.2 | 20.1 | 59.5 | 17.2 | 3.0 | |
| Missing Observations = 206 | | | | | | |
| **EPL** | 1 | 140 | 437 | 121 | 15 | 714 |
| Row % | 0.1 | 19.6 | 61.2 | 16.9 | 2.1 | 87.2 |
| **ESL** | 1 | 18 | 58 | 19 | 9 | 105 |
| Row % | 1.0 | 17.1 | 55.2 | 18.1 | 8.6 | 12.8 |
| **Total** | 2 | 158 | 495 | 140 | 24 | 819 |
| % | 0.2 | 19.3 | 60.4 | 17.1 | 2.9 | |
| Missing Observations = 278 | | | | | | |

## TABLE 4
## HIGH SCHOOL AVERAGE — ENGLISH
## FULL TIME STUDENTS

| | < 60 | 60-69 | 70-79 | 80-89 | > 90 | Total Col % |
|---|---|---|---|---|---|---|
| **MALES** | 1 | 74 | 241 | 81 | 17 | 414 |
| Row % | 0.2 | 17.9 | 58.2 | 19.6 | 4.1 | 47.2 |
| **FEMALES** | | 45 | 248 | 153 | 18 | 464 |
| Row % | | 9.7 | 53.4 | 33.0 | 3.9 | 52.8 |
| **Total** | 1 | 119 | 489 | 234 | 35 | 878 |
| % | 0.1 | 13.6 | 55.7 | 26.7 | 4.0 | |
| Missing Observations = 219 | | | | | | |
| **EPL** | 1 | 95 | 418 | 190 | 25 | 729 |
| Row % | 0.1 | 13.0 | 57.3 | 26.1 | 3.4 | 90.1 |
| **ESL** | | 11 | 40 | 23 | 6 | 80 |
| Row % | | 13.8 | 50.0 | 28.8 | 7.5 | 9.9 |
| **Total** | 1 | 106 | 458 | 213 | 31 | 809 |
| % | 0.1 | 13.1 | 56.6 | 26.3 | 3.8 | |
| Missing Observations = 288 | | | | | | |

### *Science*

As in Math, less than 50% of the students received average Science grades (38.6%): a relatively small per cent of students (19.8%) had Science averages of 80 or above, while 42% had below 70. Again, the ESL-EPL comparison is noteworthy. Specifically, 28.6% of ESL students received 80 or above, while 17.4% of EPL students achieved that average. For the group with Science averages of 69 and below, 21.4% are ESL and 34.9% are EPL students. (Table 6)

### *Social Science*

The majority of students (48.8%) came to The College of Staten Island with a 70 to 79 average in Social Science. Many more students (30%) obtained a high school average of 80 or higher, compared with 21.2% with 69 or below. Once again, a higher percentage of ESL students with averages of 80 or higher (40%) was found than of EPL students (28.1%). There was no significant difference between these two groups for students with averages of 69 or below. (Table 7)

**TABLE 5**
**HIGH SCHOOL AVERAGE — MATHEMATICS**
**FULL TIME STUDENTS**

| | < 60 | 60-69 | 70-79 | 80-89 | > 90 | Total Col % |
|---|---|---|---|---|---|---|
| **MALES** | 29 | 128 | 151 | 45 | 14 | 367 |
| Row % | 7.9 | 34.9 | 41.1 | 12.3 | 3.8 | 48.7 |
| **FEMALES** | 29 | 131 | 140 | 77 | 10 | 387 |
| Row % | 7.5 | 33.9 | 36.2 | 19.9 | 2.6 | 51.3 |
| **Total** | 58 | 259 | 291 | 122 | 24 | 754 |
| % | 7.7 | 34.4 | 38.6 | 16.2 | 3.2 | |
| Missing Observations = 343 | | | | | | |
| **EPL** | 45 | 218 | 245 | 97 | 11 | 616 |
| Row % | 7.3 | 35.4 | 39.8 | 15.7 | 1.8 | 88.1 |
| **ESL** | 6 | 15 | 35 | 16 | 11 | 83 |
| Row % | 7.2 | 18.1 | 42.2 | 19.3 | 13.3 | 11.9 |
| **Total** | 51 | 233 | 280 | 113 | 22 | 699 |
| % | 7.3 | 33.3 | 40.1 | 16.2 | 3.1 | |
| Missing Observations = 398 | | | | | | |

**TABLE 6**
**HIGH SCHOOL AVERAGE — SCIENCE**
**FULL TIME STUDENTS**

| | < 60 | 60-69 | 70-79 | 80-89 | > 90 | Total Col % |
|---|---|---|---|---|---|---|
| **MALES** | 16 | 127 | 206 | 60 | 15 | 424 |
| Row % | 3.7 | 30.0 | 48.6 | 14.2 | 3.5 | 47.4 |
| **FEMALES** | 13 | 142 | 220 | 83 | 13 | 471 |
| Row % | 2.8 | 30.1 | 46.7 | 17.6 | 2.8 | 52.6 |
| **Total** | 29 | 269 | 426 | 143 | 28 | 895 |
| % | 3.2 | 30.0 | 47.6 | 16.0 | 3.1 | |
| Missing Observations = 202 | | | | | | |
| **EPL** | 25 | 227 | 346 | 109 | 17 | 724 |
| Row % | 3.5 | 31.4 | 47.8 | 15.1 | 2.3 | 88.1 |
| **ESL** | 2 | 19 | 49 | 20 | 8 | 98 |
| Row % | 2.0 | 19.4 | 50.0 | 20.4 | 8.2 | 11.9 |
| **Total** | 27 | 246 | 395 | 129 | 25 | 822 |
| % | 3.3 | 29.9 | 48.1 | 15.7 | 3.0 | |
| Missing Observations = 275 | | | | | | |

**TABLE 7**
**HIGH SCHOOL AVERAGE — SOCIAL SCIENCE**
**FULL TIME STUDENTS**

| | < 60 | 60-69 | 70-79 | 80-89 | > 90 | Total Col % |
|---|---|---|---|---|---|---|
| **MALES** | 2 | 85 | 206 | 110 | 22 | 425 |
| Row % | 0.5 | 20.0 | 48.5 | 25.9 | 5.2 | 47.2 |
| **FEMALES** | 3 | 101 | 234 | 114 | 24 | 476 |
| Row % | 0.6 | 21.2 | 49.2 | 23.9 | 5.0 | 52.8 |
| **Total** | 5 | 186 | 440 | 224 | 46 | 901 |
| % | 0.6 | 20.6 | 48.8 | 24.9 | 5.1 | |
| Missing Observations = 196 | | | | | | |
| **EPL** | 3 | 147 | 373 | 176 | 28 | 727 |
| Row % | 0.4 | 20.2 | 51.3 | 24.2 | 3.9 | 87.9 |
| **ESL** | | 21 | 39 | 27 | 13 | 100 |
| Row % | | 21.0 | 39.0 | 27.0 | 13.0 | 12.1 |
| **Total** | 3 | 168 | 412 | 203 | 41 | 827 |
| % | 0.4 | 20.3 | 49.8 | 24.5 | 5.0 | |
| Missing Observations = 270 | | | | | | |

***Foreign Language***

Students with averages in foreign languages of 70 to 79 again comprised the largest portion of freshmen (40.8%). Students who entered the College with an average of 80 or higher made up 30.2% of the class, while 28.9% of all 1986 freshmen had obtained foreign language averages of 69 or below. A significantly higher percentage of ESL students came to the College with averages of 80 or above in foreign languages (45.9%) compared with 27.2% of the EPL population. (Table 8)

**TABLE 8**
**HIGH SCHOOL AVERAGE — FOREIGN LANGUAGE**
**FULL TIME STUDENTS**

| | < 60 | 60-69 | 70-79 | 80-89 | > 90 | Total Col % |
|---|---|---|---|---|---|---|
| **MALES** | 21 | 117 | 149 | 67 | 13 | 367 |
| Row % | 5.7 | 31.9 | 40.6 | 18.3 | 3.5 | 47.4 |
| **FEMALES** | 8 | 78 | 167 | 112 | 42 | 407 |
| Row % | 2.0 | 19.2 | 41.0 | 27.5 | 10.3 | 52.6 |
| **Total** | 29 | 195 | 316 | 179 | 55 | 774 |
| % | 3.7 | 25.2 | 40.8 | 23.1 | 7.1 | |
| Missing Observations = 323 | | | | | | |
| **EPL** | 27 | 159 | 276 | 140 | 33 | 635 |
| Row % | 4.3 | 25.0 | 43.5 | 22.0 | 5.2 | 88.1 |
| **ESL** | 2 | 15 | 30 | 21 | 19 | 87 |
| Row % | 2.3 | 17.3 | 34.5 | 24.1 | 21.8 | 11.9 |
| **Total** | 29 | 174 | 306 | 161 | 52 | 722 |
| % | 4.0 | 24.1 | 42.4 | 22.3 | 7.2 | |
| Missing Observations = 375 | | | | | | |

## FSAP Scores

Of the overall full-time freshman population, 32.8% passed all three Assessment tests on the first attempt, while 10.5% failed all three tests, and 56.7% failed one, or a combination of two tests. (Table 9)

When comparing males and females, there appear to be several significant differences: twice as many women (14.1%) fail all three tests as men (6.6%) on the first attempt; the following data emerge when comparing men with women with regard to first time performance on specific tests: in Math, 60.7% of men passed compared to 43.4% of women; in Reading, 82.7% of men and 75.3% of women passed; and in Writing, 57.8% of men passed the test compared to 63.4% of women.

Differences in performance on the FSAP tests between the ESL and EPL populations with regard to other academic indices will be discussed in the next section.

### TABLE 9
### PERFORMANCE ON THE FIRST FSAP TESTS
### FULL TIME STUDENTS*

| | FAILED | | | | | | | PASSED | |
|---|---|---|---|---|---|---|---|---|---|
| | Math | Wrtg | Rdg | Math/Wrtg | Math/Rdg | Wrtg/Rdg | All 3 | All 3 | Total |
| **MALES** | 67 | 99 | 12 | 84 | 6 | 29 | 32 | 156 | 485 |
| Row % | 13.8 | 20.4 | 2.5 | 17.3 | 1.2 | 6.0 | 6.6 | 32.2 | |
| **FEMALES** | 125 | 44 | 11 | 62 | 27 | 14 | 76 | 180 | 539 |
| Row % | 23.2 | 8.2 | 2.0 | 11.5 | 5.0 | 2.6 | 14.1 | 33.4 | |
| **Total** | 192 | 143 | 23 | 146 | 33 | 43 | 108 | 336 | 1024 |
| % | 18.8 | 14.0 | 2.2 | 14.3 | 3.2 | 4.2 | 10.5 | 32.8 | |

*Data Missing for 73 students

### PERFORMANCE ON INDIVIDUAL FSAP TESTS
### FULL TIME STUDENTS

| | Math-P | Math-F | Wrtg-P | Wrtg-F | Rdg-P | Rdg-F |
|---|---|---|---|---|---|---|
| **MALES** | 309 | 200 | 351 | 256 | 421 | 88 |
| Row % | 60.7 | 39.3 | 57.8 | 42.2 | 82.7 | 17.3 |
| **FEMALES** | 263 | 304 | 359 | 207 | 427 | 140 |
| Row % | 43.4 | 53.6 | 63.4 | 36.6 | 75.3 | 24.7 |
| **Total** | 572 | 504 | 610 | 463 | 848 | 226 |
| % | 53.2 | 46.8 | 56.8 | 43.2 | 78.2 | 21.1 |
| **EPL** | 461 | 394 | 516 | 340 | 722 | 134 |
| Row % | 53.9 | 46.1 | 60.3 | 39.7 | 84.4 | 15.6 |
| **ESL** | 79 | 61 | 42 | 98 | 68 | 72 |
| Row % | 56.4 | 43.6 | 30.0 | 70.0 | 48.6 | 51.4 |
| **Total** | 540 | 455 | 558 | 438 | 790 | 206 |
| % | 54.3 | 45.7 | 56.1 | 43.9 | 79.3 | 20.7 |

# FULL TIME STUDENT PERFORMANCE

In this section, the aim is to present data showing the distribution of students in the College's curriculums during their first year and to describe how they performed in those curriculums. The measures used for this part of the report were FSAP scores, the number of credits attempted as compared to credits completed, and grade point average as recorded after the spring 1987 semester. These indicators are then compared to high school average. The report examines the ways in which these factors affect academic performance.

**TABLE 10**
**CHOICE OF CURRICULUM**
**FULL TIME STUDENTS**

| Curriculum | | No. | Degree Program Percentage | All-College Percentage |
|---|---|---|---|---|
| | **ASSOCIATE DEGREE** | | | |
| Business Career | | 137 | 14.5 | 12.7 |
| Business Transfer | | 154 | 16.3 | 14.0 |
| Child Care | | 6 | 0.6 | 0.6 |
| Computer Technology Maintenance | | 12 | 1.3 | 1.1 |
| Computer Technology | | 2 | 0.2 | 0.2 |
| Civil Technology | | 6 | 0.6 | 0.6 |
| Cinema Studies | | 73 | 7.7 | 6.8 |
| Electric Technology | | 17 | 1.8 | 1.6 |
| Electro-Mechanical Technology | | 5 | 0.5 | 0.5 |
| Engineering | | 24 | 2.5 | 2.2 |
| Industrial Management Technology | | 3 | 0.3 | 0.3 |
| Liberal Arts | | 357 | 37.9 | 33.1 |
| Mechanical Technology | | 4 | 0.4 | 0.4 |
| Medical Laboratory Technology | | 1 | 0.1 | 0.1 |
| Nursing | | 3 | 0.3 | 0.3 |
| Pre-Architecture | | 20 | 2.1 | 1.9 |
| Pre-Nursing | | 107 | 11.3 | 9.9 |
| Science | | 13 | 1.4 | 1.2 |
| Science Laboratory Technology | | 2 | 0.2 | 0.2 |
| | Sub Total | 946 | 100.0 | 87.7 |
| | **BACCALAUREATE DEGREE** | | | |
| Business | | 27 | 24.3 | 2.5 |
| Engineering Science | | 11 | 9.9 | 1.0 |
| Liberal Arts and Sciences-B.A. | | 64 | 57.7 | 5.9 |
| Liberal Arts and Sciences-B.S. | | 8 | 7.2 | 0.7 |
| Pre-Computer Science | | 1 | 0.9 | 0.1 |
| | Sub Total | 111 | 100.00 | 10.2 |
| | **ONE YEAR CERTIFICATE** | | | |
| Industrial Management | | 18 | 81.8 | 1.7 |
| Medical Assistant | | 4 | 18.2 | 0.4 |
| | Sub Total | 22 | 100.00 | 2.1 |
| TOTAL | | 1,079 | | 100.00 |

## CURRICULUM CHOICES

In 1986, 87.7% of full time students enrolled in Associate degree programs. At the same time, 10.3% matriculated into programs leading to the Baccalaureate degree, and 2.0% chose to study in programs awarding a Certificate. (Table 10)

Acceptance into Baccalaureate degree programs is contingent upon satisfying one of two academic criteria: an overall high school average of 80 or above, or a high school graduation ranking within the top one third of the graduating class. Based on these entry requirements, it appears that an additional 10% of freshmen entering The College of Staten Island in 1986 qualified for Baccalaureate degree programs but chose to enroll in Associate degree programs.

For the purposes of the report, the following is a breakdown of the percentage of 1986 freshmen enrolled in an array of curriculum clusters:

| | |
|---|---|
| Liberal Arts | 45.8% |
| Business | 29.5% |
| Health-related curriculums | 10.6% |
| Technology/Engineering | 9.8% |
| Natural Sciences | 2.1% |
| One Year Certificate Programs | 2.1% |

## FSAP SCORES AND HIGH SCHOOL AVERAGE

While 30.7% of entering students had high school averages in English of 80 or above, 43.2% failed the Writing, and 21.1% failed the Reading tests. And although 19.4% had high Math averages, 46.8% failed the FSAP in Mathematics. When FSAP scores are compared to high school average, the data clearly indicate that a good high school average does not necessarily guarantee successful performance on the Assessment tests.

This phenomenon occurs in even greater proportion among the ESL population with regard to the Reading and Writing tests, where a significantly higher percentage of these students failed the FSAP's in language skills even though their high school averages in English were good and of the same frequency as EPL students. In Mathematics, while a significantly larger percentage of the ESL population obtained a high school average of 80 or higher (33.6%) as compared to the EPL group (17.5%), there is no significant difference in performance on the Math FSAP test between the two groups (ESL, 56.4% passed; EPL, 53.9% passed).

**TABLE 11**
**PASSED/FAILED**
**ALL THREE FSAP TESTS by GPA**
**FULL TIME MALES**

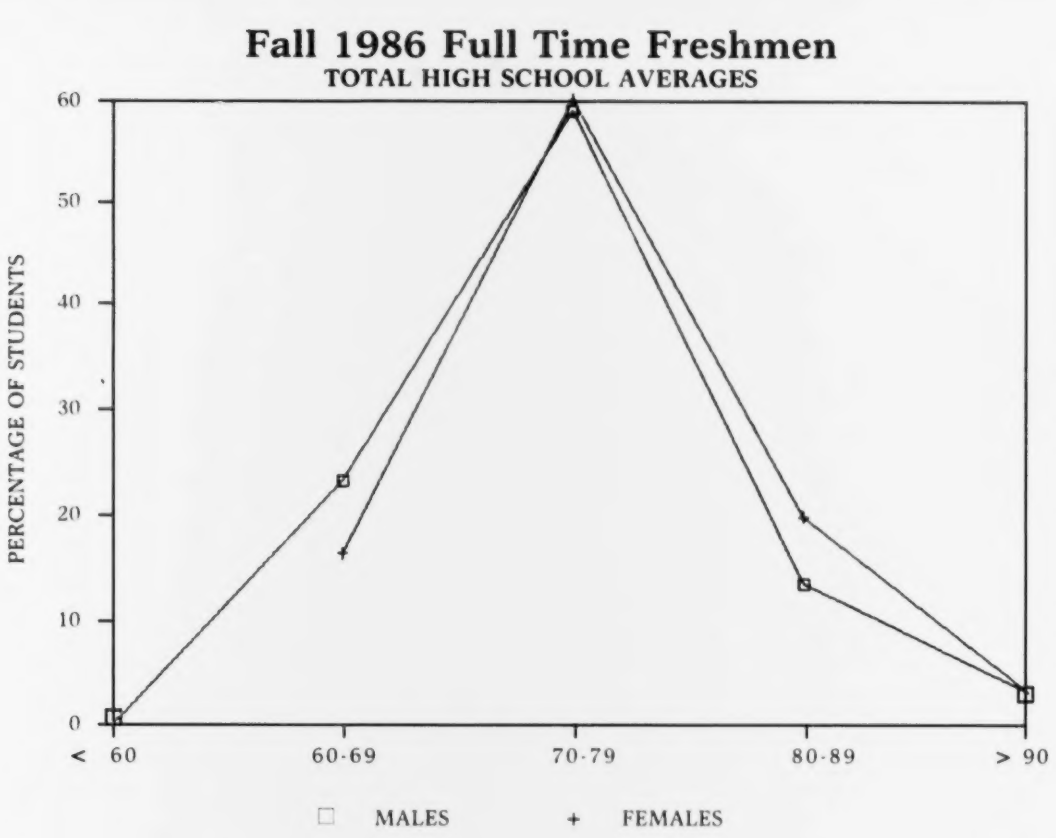
| | < 1.99 | 200-299 | > 3.00 | Total |
|---|---|---|---|---|
| **PASSED ALL 3** | 70 | 73 | 23 | 166 |
| Row % | 42.2 | 44.0 | 13.9 | |
| **FAILED ALL 3** | 26 | 11 | 1 | 38 |
| Row % | 68.4 | 28.9 | 2.6 | |
| **Total** | 96 | 84 | 24 | 204 |
| % | 47.1 | 41.2 | 11.8 | |

**FULL TIME FEMALES**

| | < 1.99 | 200-299 | > 3.00 | Total |
|---|---|---|---|---|
| **PASSED ALL 3** | 52 | 88 | 53 | 193 |
| Row % | 26.9 | 45.6 | 27.5 | |
| **FAILED ALL 3** | 55 | 20 | 7 | 82 |
| Row % | 67.1 | 24.4 | 8.5 | |
| **Total** | 107 | 108 | 60 | 275 |
| % | 38.9 | 39.3 | 21.8 | |

**ALL FULL TIME STUDENTS**

| | < 1.99 | 200-299 | > 3.00 | Total |
|---|---|---|---|---|
| **PASSED ALL 3** | 122 | 161 | 76 | 359 |
| Row % | 34.0 | 44.8 | 21.2 | |
| **FAILED ALL 3** | 81 | 31 | 8 | 120 |
| Row % | 67.5 | 25.8 | 6.6 | |
| **Total** | 203 | 192 | 84 | 479 |
| % | 42.4 | 40.1 | 17.4 | |




## FSAP SCORES AND GRADE POINT AVERAGE

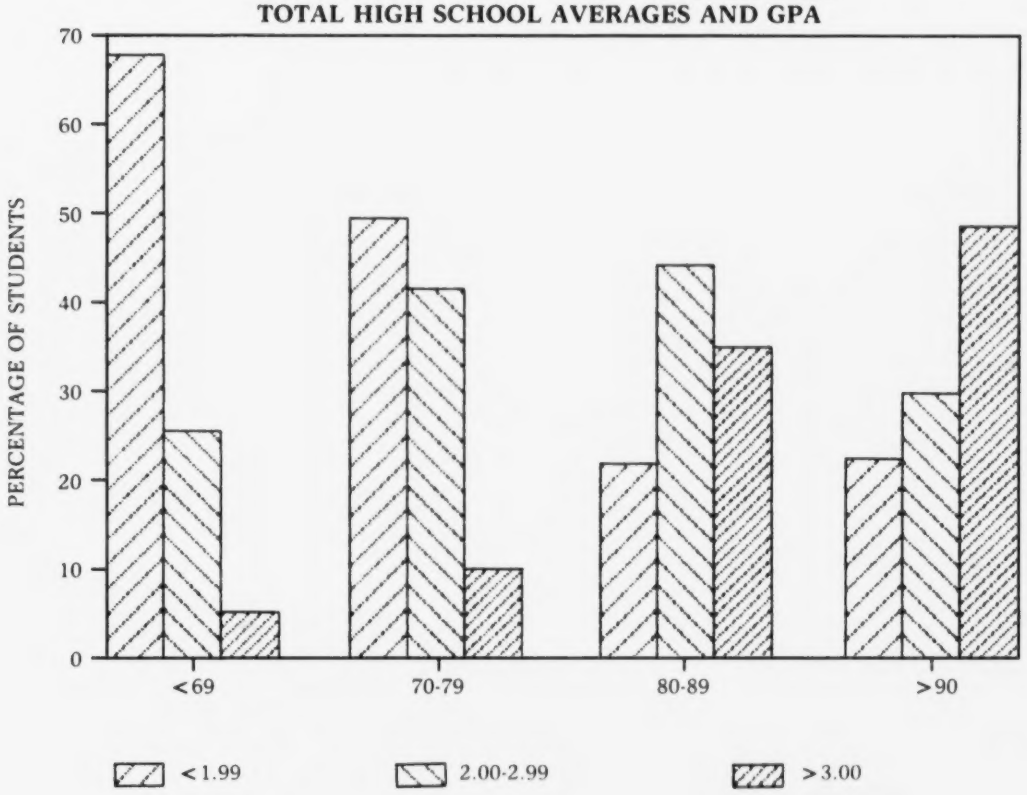
It is frequently assumed that performance on the Assessment tests reflects the student's preparedness for college-level work. Table 11 shows that there is a correlation between these two factors: students who passed all three tests on the first attempt were in good academic standing at the end of the first year in significantly larger percentages than those who failed all three tests. However, passing all three tests can not be considered a clear indicator of potential successful academic performance, since roughly one third of these students achieved a grade point average at the end of the first year of only 1.99 or lower. This phenomenon is even more pronounced for men: 42.2% of male students who passed all three Assessment tests ended the year on academic probation as contrasted with 26.9% of a comparable group of women.

If the assumption is correct that the FSAP tests are a valid measure of the academic skills required for college success, then the high rate of academic probation for students who passed all three tests must be due to other factors.

A similar discrepancy occurs for students who failed all three FSAP tests; a comparable percentage of these students obtained a GPA of 2.0 or above. One conclusion seems clear: FSAP scores alone are not a definitive predictor of academic performance.

## GRADE POINT AVERAGE AND AGE

With regard to academic performance, there was a tendency among people over 30 to obtain a GPA of 2.0 or above in higher percentages. It is significant, however, that one in two students regardless of age ended the year on academic probation. (Table 12)




## HIGH SCHOOL AVERAGE AND GRADE POINT AVERAGE

Fall 1986 freshmen who entered the College with high school averages between 70 and 79 had about a 50% chance of ending the year on academic probation. Students who entered the College with a high school average of less than 70 ended the first year on academic probation at a rate of 66.8%. And students who came to the College with averages of 80 or above were placed on probation at a rate of 21.6%. Furthermore, one third of the students with high school averages of 80 or above obtained GPA's of 3.0 or higher; only 5% of those with high school averages of 69 or below did as well. (Table 13)

Whereas there is a clear correlation between high school averages and overall academic success, it is important to note that students with high school averages of 80 and above were placed on probation (21.6%); inversely, students with high school averages of 69 and below obtained GPA's of 2.0 or better (33.2%). As in the case of FSAP scores, high school average in general correlates with academic performance in college, but in itself is not a definitive predictor of academic success or difficulty.

## TABLE 12
## GPA by AGE
## FULL TIME STUDENTS

| Age | < 1.99 | 200-299 | > 3.00 | Total Col % |
|---|---|---|---|---|
| **17-19** | 434 | 353 | 103 | 890 |
| Row % | 48.8 | 39.7 | 11.5 | 81.1 |
| **20-30** | 86 | 45 | 41 | 172 |
| Row % | 50.0 | 26.2 | 23.8 | 15.7 |
| **> 30** | 12 | 9 | 14 | 35 |
| Row % | 34.3 | 25.7 | 40.0 | 3.2 |
| **Total** | 532 | 407 | 158 | 1097 |
| % | 48.6 | 37.1 | 14.4 | |

## TABLE 13
## OVERALL HIGH SCHOOL AVERAGE BY GPA
## FULL TIME STUDENTS

| | < 69 | 70-79 | 80-89 | > 90 | Total Col % |
|---|---|---|---|---|---|
| **< 1.99** | 121 | 259 | 33 | 6 | 419 |
| Row % | 28.8 | 61.8 | 7.9 | 1.4 | |
| Col % | 66.9 | 48.9 | 21.6 | 22.2 | 47.0 |
| **200-299** | 51 | 218 | 67 | 8 | 344 |
| Row % | 14.8 | 63.4 | 19.5 | 2.3 | |
| Col % | 28.2 | 41.1 | 43.8 | 29.6 | 38.6 |
| **> 3.00** | 9 | 53 | 53 | 13 | 128 |
| Row % | 7.0 | 41.4 | 41.4 | 10.2 | |
| Col % | 5.0 | 10.0 | 34.6 | 48.1 | 14.4 |
| **Total** | 181 | 530 | 153 | 27 | 891 |
| % | 20.3 | 59.5 | 17.2 | 3.0 | |

Missing Observations = 206

## REMEDIAL PROGRAMS

A full range of remedial courses are offered at The College of Staten Island for students who do not pass the FSAP test in Reading, Writing, or Mathematics. In Fall 1986, 21.1% of the full time population failed the Reading test (Table 9); approximately 70% of these students enrolled in remedial Reading courses in the first year (Table 14). In Writing, 43.2% failed the FSAP test and about 80% enrolled in remedial Writing courses. For Mathematics, more than 90% of the 46.8% of students who failed the FSAP test in Math enrolled in remedial courses in the first year.

Students enrolled in remedial Mathematics courses are required to pass the FSAP in Math either as a pre-requisite or at the end of the course, as well as successfully complete coursework, in order to obtain a passing grade; 44.3% of students enrolled in remedial Math courses in 1986-87 passed. For remedial courses in Reading and Writing, while students take the FSAP tests regularly, a passing mark on the test is not a requirement for a passing grade in the course; 80% of the students enrolled in remedial Reading and Writing courses in 1986-87 passed.

The effectiveness of remedial programs on the long term retention and academic success of students will be followed in subsequent longitudinal studies.

# FULL TIME STUDENT RETENTION

## RETENTION RATES

In Fall 1986, approximately 1,100 students enrolled full time; 60.8% of these students returned in Fall 1987, an attrition rate of 39.2%. Persistence among women was 68.2%, compared with 52.6% for men. (Table 15)

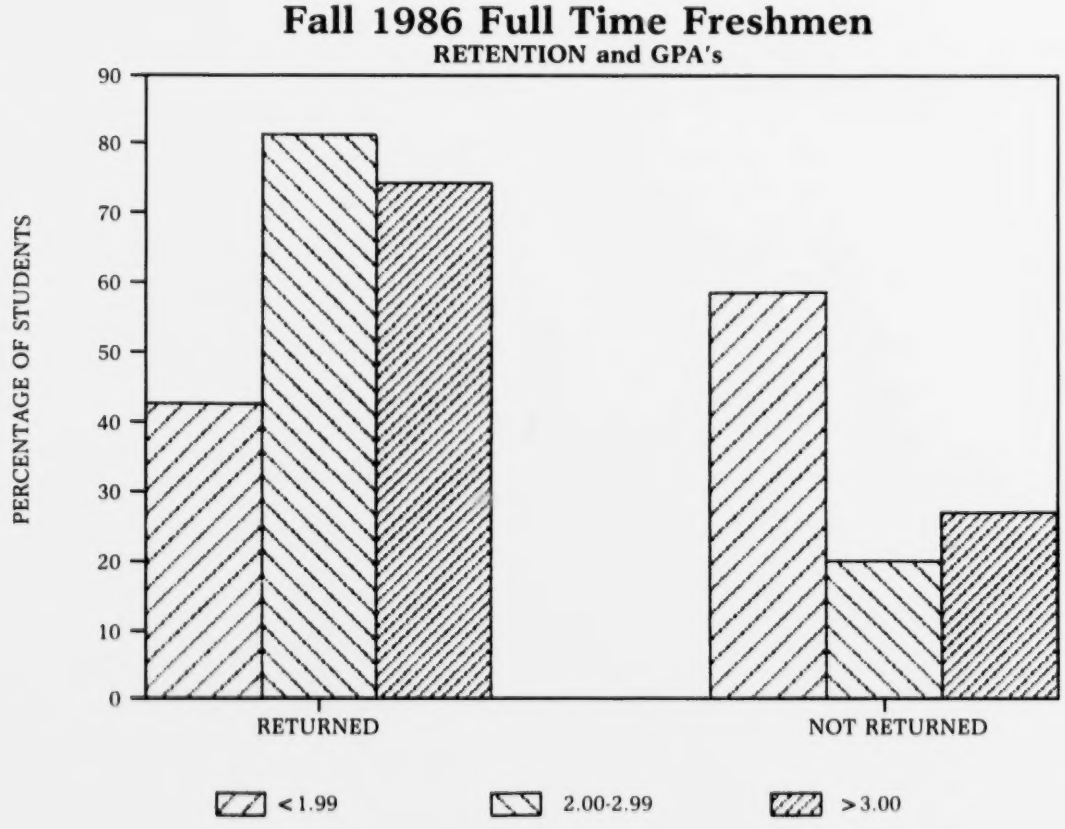
### Retention and FSAP Test Scores

The risk of not returning to the College after the freshman year was significantly higher for students who failed all three FSAP tests. Of students who passed all three tests, 69.9% returned; of those who failed all three tests, 55.8% returned. (Table 15)

### Retention and Grade Point Average

For freshmen with GPA's of 1.99 or lower, 57.9% did not return after the first or second semester of college. Of students with GPA's between 2.0 and 2.99, attrition was lowest, at 19.7%; the rate increased to 26.6% for students with GPA's of 3.0 or higher.

Among students in good academic standing, 78.4% returned in 1987, whereas among those on academic probation, only 42.1% returned. The data suggest clearly that poor academic performance is related to the decision to leave college. (Table 16)



## SPECIAL PROGRAMS: RETENTION AND GRADE POINT AVERAGE

### The Exemplary Program — 1986-87[1]

Funded by The City University of New York, this program studied the effect on retention of two semesters of intensive academic advisement to 480 freshmen, approximately 44% of the total entering full-time freshman class. Students were selected randomly from three curriculums suffering the highest attrition: Liberal Arts, Computer Science, and Business. Of students participating in the Program, 67% returned in 1987 compared to 60.8% for the entire full time freshman population.

Although Exemplary Program students entered the College with significantly lower high school averages than non program students, they earned as many credits and performed as well academically as non-program freshmen, obtaining an average GPA of 2.1. This finding makes the high retention rate for this program even more significant.

### Freshman Year Transition Program — 1986-87[2]

During the Fall 1986 semester, developmental education workshops were offered to faculty members to create 100-level courses that would incorporate additional Reading instruction for students who had failed the FSAP in Reading, and for some, had completed remedial Reading courses. Faculty examined methods of teaching, course content, and differences in Reading requirements for different disciplines; they developed exercises, lessons, and syllabi for specific content courses. Of the 25 students participating, 20 returned in Fall 1987. Sixty per cent of the returning program students achieved a GPA of 2.0 or higher.

**TABLE 14**
**GRADES IN REMEDIAL COURSES**
**FULL TIME STUDENTS**

| | P | F | W | I | WU | Total |
|---|---|---|---|---|---|---|
| **COURSE** | | | | | | |
| ENG 001 | 196 | 11 | 16 | 2 | 29 | 254 |
| Row % | 77.2 | 4.3 | 6.3 | 0.8 | 11.4 | |
| ENG 003 | 15 | | 4 | 10 | 4 | 33 |
| Row % | 45.5 | 0.0 | 12.1 | 30.3 | 12.1 | |
| ENG 002 | 9 | | | | 1 | 10 |
| Row % | 90.0 | | | | 10.0 | |
| ENG 004 | 71 | 2 | 4 | 1 | 6 | 84 |
| Row % | 84.5 | 2.4 | 4.8 | 1.2 | 7.1 | |
| ENG 008 | 32 | | 3 | | | 35 |
| Row % | 91.4 | | 8.6 | | | |
| ENG 037 | 44 | | 2 | | 1 | 47 |
| Row % | 93.6 | 0.0 | 4.3 | 0.0 | 2.1 | |
| ENG 009 | 20 | 3 | 1 | | 2 | 26 |
| Row % | 76.9 | 11.5 | 3.8 | 0.0 | 7.7 | |
| ENG 010 | 18 | | 1 | | 1 | 20 |
| Row % | 90.0 | | 5.0 | | 5.0 | |
| ENG 039 | 14 | | 1 | | | 15 |
| Row % | 93.3 | | 6.7 | | | |
| Subtotal | 419 | 16 | 32 | 13 | 44 | 524 |
| Row % | 80.0 | 3.1 | 6.1 | 2.5 | 8.4 | 100.0 |
| MTH 010 | 143 | 143 | 29 | 7 | 54 | 376 |
| Row % | 38.0 | 38.0 | 7.7 | 1.9 | 14.4 | |
| MTH 020 | 91 | 61 | 19 | | 26 | 197 |
| Row % | 46.2 | 31.0 | 9.6 | | 13.2 | |
| MTH 025 | 52 | 39 | 8 | | 13 | 112 |
| Row % | 46.4 | 34.8 | 7.1 | | 11.6 | |
| MTH 030 | 67 | 25 | 9 | 3 | 8 | 112 |
| Row % | 59.8 | 22.3 | 8.0 | 2.7 | 7.1 | |
| Subtotal | 353 | 268 | 65 | 10 | 101 | 797 |
| Row % | 44.3 | 33.6 | 8.2 | 1.3 | 12.7 | 100.0 |

[1]Supporting data available through the Office of Freshman Programs
[2]Ibid

## TABLE 15
## FSAP TESTS and RETENTION
## FULL TIME STUDENTS

| | MALES | | | FEMALES | | |
|---|---|---|---|---|---|---|
| | Returned | Not Returned | Total | Returned | Not Returned | Total |
| **PASSED ALL 3** | 108 | 58 | 166 | 143 | 50 | 193 |
| Row % | 65.1 | 34.9 | | 74.1 | 25.9 | |
| Col % | 85.0 | 75.3 | 81.4 | 74.9 | 59.5 | 70.2 |
| **FAILED ALL 3** | 19 | 19 | 38 | 48 | 34 | 82 |
| Row % | 50.0 | 50.0 | | 58.5 | 41.5 | |
| Col % | 15.0 | 24.7 | 18.6 | 25.1 | 40.5 | 29.8 |
| **Total** | 127 | 77 | 204 | 191 | 84 | 275 |
| % | 62.3 | 37.7 | | 69.5 | 30.5 | |

### ALL FULL TIME STUDENTS

| | RETURNED | NOT RETURNED | Total |
|---|---|---|---|
| **PASSED ALL 3** | 251 | 108 | 359 |
| Row% | 69.9 | 30.1 | |
| Col % | 78.9 | 67.1 | |
| **FAILED ALL 3** | 67 | 53 | 120 |
| Row % | 55.8 | 44.2 | |
| Col % | 21.1 | 32.9 | |
| **Total** | 318 | 161 | 479 |

### Pre-Freshman Summer Basic Skills Immersion Program[3]

1986 marked the second year of this program funded by the City University for incoming freshmen who failed one or more of the CUNY Assessment Tests. This six-week tuition free program offered eligible freshmen intensive classes in either English or mathematics and orientation classes twice a week.

Approximately 90% of 104 program participants registered for Fall 1986 classes. Pass rates for the FSAP test in Mathematics were 92% for the Algebra students, and nearly 50% for those who were enrolled in classes in Arithmetic. Nearly all Reading and Writing scores improved significantly. Of the ESL students, 42% passed the FSAP in Writing and 15.4% passed the Reading test. Of the EPL students, 62% passed the Writing and 50% passed the FSAP in Reading. Of those students from both groups who failed the re-test, over 90% satisfied the criteria for one remedial course and moved up to the next level of remediation.

### Special Services for the Disadvantaged — 1986-87[4]

The Special Services Program provides instructional and academic services to 210 educationally and economically disadvantaged and disabled students. To accomplish the objectives of increasing retention, progress toward degrees, and basic skills competencies, the program offers ongoing tutorials in Mathematics, Reading and Writing, academic advisement, career and personal counseling, and a Summer Basic Skills Institute. Over one-fifth of the participants (45) were first-time Fall 1986 freshmen. Of these, 93% re-enrolled in Fall 1987.

The percentage of students who failed to demonstrate proficiency in all three basic skills areas was reduced from 31% to 2%; the percentage failing at least two FSAP tests was reduced from 58% to 22%; and the percentage of students who passed all three tests increased from 2% to 47%. These results compare favorably with the skills competency levels of eligible students who did not participate.

### Vocational Education Program — 1986-87[5]

The Academic Skills Center for Career Students provides support services for 180 two-year AAS degree candidates and students who failed the FSAP tests in Mathematics. Tutorials, workshops, academic advisement, and counseling are provided. English instruction is offered to ESL and EPL students whose continued registration beyond 60 credits is contingent upon passing the FSAP in Reading. Of 139 students who had not passed the test, 41% per cent did so during the year; and of 180 participating students, 74% re-enrolled in Fall 1987.

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[3]Ibid
[4]Ibid
[5]Ibid

## TABLE 16
## RETENTION OF FULL TIME STUDENTS (ONE YEAR) BY GPA and SEX

| | MALES | | | FEMALES | | |
|---|---|---|---|---|---|---|
| | Return. | Attrit. | Total | Return. | Attrit. | Total |
| **GPAs** | | | | | | |
| **< 1.99** | 108 | 179 | 287 | 116 | 129 | 245 |
| Row % | 37.6 | 62.4 | | 47.3 | 52.7 | |
| Col % | 39.6 | 72.8 | 55.3 | 29.4 | 70.1 | 42.4 |
| **200-299** | 131 | 47 | 178 | 196 | 33 | 229 |
| Row % | 73.6 | 26.4 | | 85.6 | 14.4 | |
| Col % | 48.0 | 19.1 | 34.3 | 49.7 | 17.9 | 39.6 |
| **> 3.00** | 34 | 20 | 54 | 82 | 22 | 104 |
| Row % | 63.0 | 37.0 | | 78.8 | 21.2 | |
| Col % | 12.5 | 8.1 | 10.4 | 20.8 | 12.0 | 18.0 |
| **Total** | 273 | 246 | 519 | 394 | 184 | 578 |
| % | 52.6 | 47.4 | | 68.2 | 31.8 | |

### ALL FULL TIME STUDENTS

| | RETURNED | ATTRITED | Total |
|---|---|---|---|
| **< 1.99** | 224 | 308 | 532 |
| Row % | 42.1 | 57.9 | |
| Col % | 33.6 | 71.6 | 48.5 |
| **200-299** | 327 | 80 | 407 |
| Row % | 80.3 | 19.7 | |
| Col % | 49.1 | 18.6 | 37.1 |
| **> 3.00** | 116 | 42 | 158 |
| Row % | 73.4 | 26.6 | |
| Col % | 17.4 | 9.8 | 14.4 |
| **Total** | 667 | 430 | 1097 |
| % | 60.8 | 39.2 | |

# PART TIME STUDENT PROFILE

## AGE AND SEX DISTRIBUTION

At The College of Staten Island, full and part time status is computed each semester. Students registered for 11 equated credits or fewer are considered to be part time students. Of the entire 1986-87 freshman population, 310 students, or 22.1% of the total, were enrolled part time, and of these, approximately 60% were female, 40% male. While many part time students attend classes in the evening or on weekends, any number of these students may be attending day time classes. The highest percentage of part time students were 20 years old and younger (58.1%); 34.6% were 17 or 18 years old, and 53.8% were 21 or over. Within the latter group, there were significantly more women (52.5%) than men (31.6%).

## ACADEMIC BACKGROUND AND COLLEGE PREPAREDNESS

A careful examination of the data for high school average among part time students revealed that there were no significant differences for this population from the pattern that exists for full time students. The percentages of students with high school averages below 70, between 70 and 79, and 80 or above are almost equal to the comparable percentages for full time freshmen for the overall average, as well as for averages in English, Mathematics, Science, Social Science, and Foreign Language.

The highest percentage of students, 60.1%, entered the College with an overall high school average between 70 and 79; 16.8% enrolled with averages of 80 or above, while 23.1% had averages of 69 or below when they entered.

There were fewer ESL students in the part time population (7.1%) compared with full time freshmen (12.8). Due to the small number of ESL students for whom data are available, no meaningful comparison between the two populations can be made.

The part time population performed differently from full time students on FSAP tests taken for the first time. A higher percentage of part time students passed the Reading and Writing tests than of full time students (85.2% and 64.6%, respectively). For Mathematics, however, the situation was reversed: 53.2% of full time students passed the FSAP in Math compared with 40.9% of part time students.

# PART TIME STUDENT PERFORMANCE

## CURRICULUM CHOICES

A slightly higher percentage of part time students enrolled in Associate degree programs (92.9%) compared with full time students (87.7%). As in the full time population, the highest enrollments were in Liberal Arts (42.9%) and Business (27.4) curriculums.

There are no significant differences in curriculum choices between the part time and full time populations except in Health related curriculums, where among part time students, 3.8% enrolled compared with 10.6% for full time students.

## FSAP SCORES AND HIGH SCHOOL AVERAGE

The distribution of high school average in Mathematics and English is roughly the same for the part time and full time populations. However, as previously stated, part time students passed the Writing and Reading tests in significantly larger numbers but also failed the FSAP in Math in larger numbers than the full time population.

## HIGH SCHOOL AVERAGE AND GPA

The general trends appear to be the same with regard to high school average and GPA for the part time population.

### AGE AND GPA

As in the full time population, there is a tendency for students who are 30 years or older to obtain a GPA of 2.0 or above at a higher rate than for younger students (76.1%). It is significant that in this population as in the full time population, approximately half (45.5%) the students regardless of age ended the year on academic probation.

### REMEDIAL PROGRAMS

Among the part time population, fewer students requiring remediation enrolled in the appropriate remedial courses in the first year: approximately 50% enrolled in remedial Reading, 60% in remedial Writing, and 75% in remedial Mathematics courses. Part time students passed the remedial courses at roughly the same rate as full time students.

# PART TIME STUDENT RETENTION

There is a significant difference in the overall retention rate for the part time population: 42.6% of these students returned in Fall 1987 compared with 60.8% of full time students.

In considering the relationship between retention and GPA, 78.7% of part time students who were on academic probation did not return to the College in Fall 1987 compared with 57.9% of the comparable full time population.

Furthermore, among part time students who passed all three FSAP tests, 55.5% returned compared with 69.9% of full time students in this group. For those who failed all three tests, 45% of part time students returned compared to 55.8% of full time students. For the part time population, the decision to leave college seems to be affected even more significantly by poor academic performance or by poor performance on the FSAP tests.

# CONCLUSIONS

The mission statement of The College of Staten Island defines the College as a comprehensive institution, educating students from varied backgrounds. As the present report indicates, the differences among students in academic preparation in fact cover a wide spectrum. Responses to this challenging diversity within our student population have been many, and the issue continues to be an active and considered one at the College. Over the years, the College has instituted, consistent with its mission, a wide range of programs and services to students, providing the opportunities for education that it is bound to provide. It appears, however, that a more effective, comprehensive method might be developed to bring students and programs together, thereby increasing the likelihood of academic achievement for a greater number of students.

A review of the literature indicates that successful retention models have been used across the nation. These models, which call for interaction among students, faculty, and curriculum, could be employed with various subpopulations of CSI freshmen to plan academic programs specifically designed for their individual needs. The interaction between faculty and students, long recognized to be crucial in effective student retention, seems to be the natural process through which these models should be implemented. An approach that would permit individual assessment and that would use multiple strategies for the various populations described in this report would respond more completely to the divergent needs of our students. The Exemplary Advisement Program is an example of this approach, and has already yielded significant results.

A critical step in developing stronger academic advisement is identifying a procedure that will properly assess student needs. It is difficult to predict academic performance for any specific group, and impossible to predict for individuals based on a single indicator: individual variables are not dependable predictors. However, with an instrument comprised of a composite of variables, students could be identified, screened, interviewed, and appropriately placed in programs and courses, and referred to the support services necessary for their success at the College. A Diagnostic Interview Procedure that incorporates the use of a student profile including the variables delineated in this report, among others, should be developed to be used by faculty in the advisement process.

Ninety per cent of CSI students are enrolled in Associate degree programs. While only 10% of the 1986-1987 freshman class elected majors in Baccalaureate programs, the findings of this report indicate that an additional 15% were eligible. More aggressive strategies are needed to address the issues of the academic self-concept, educational goals, and career expectations of this subpopulation. Information, special advisement, and counseling can contribute to an increased percentage of eligible students entering Baccalaureate programs. These and other strategies are presently employed through several successful collaborative programs with area high schools in which the College works with prospective Baccalaureate students while they are still in high school.

A profile of entering students describing their strengths and weaknesses is of critical importance in the long range academic planning of the College. To establish this, complete and comprehensive data collection is vital. Longitudinal studies should be intensified and a data base should be created for each incoming class, supplemented by surveys, comparative university-wide data, and an analysis of the professional literature. Systems facilitating this approach must be instituted by the College so that this research can be continued.

# APPENDIX*

## RACE/ETHNICITY DISTRIBUTION

| Race/ Ethnicity | CSI Fall '84 Freshmen | Survey Results | CUNY[1] Fall '84 Freshmen | US[2] Fall '85 Freshmen | SI[3] 1980 Census | NYC[3] 1980 Census | US[3] 1980 Census |
|---|---|---|---|---|---|---|---|
| White | 78.2 | 77.4 | 45.0 | 86.2 | 84.6 | 44.7 | 77.9 |
| Black | 10.0 | 7.8 | 28.6 | 9.1 | 6.3 | 21.3 | 10.7 |
| Hispanic | 5.9 | 8.5 | 18.3 | 1.8 | 5.4 | 19.9 | 6.4 |
| Asian | 4.6 | 4.8 | 7.3 | 2.0 | 1.9 | 3.3 | 1.4 |
| Other | 1.3 | 1.5 | .8 | 2.5 | 1.8 | 10.8 | 3.6 |
| (N) | (1,612) | (398) | (15,548) | (1,260) | (352,121) | (7,072) | (226,546) |

1. The City University of New York "CUNY Data Book" (1984-85). New York City, New York. (Senior Colleges only).
2. Astin, A.W., et al (1985). The American Freshman: National Norms For Fall 1985. University of California at Los Angeles.
3. 1980 Census.

## PARENTS' EDUCATION OF ENTERING FRESHMEN

| | Fall 1986 Survey Respondents | | Fall 1985[1] US Freshmen | | 1985[2] US Education |
|---|---|---|---|---|---|
| Education | Father | Mother | Father | Mother | All |
| Less than HS | 13.3 | 12.3 | 13.8 | 10.7 | 13.9 |
| High School | 48.5 | 60.6 | 28.5 | 38.2 | 50.4 |
| Associate Degree | 7.5 | 6.5 | 19.0 | 23.7 | 16.3 |
| Bachelors Degree | 9.5 | 6.5 | 19.6 | 17.0 | 19.4[3] |
| Graduate Degree | 8.8 | 6.6 | 19.1 | 10.3 | — |
| Other/Unknown | 12.4 | 7.6 | — | — | — |
| (N) | (398) | | (192,453) | | (143,524) |

1. Astin, A.W., et al (1985) op. cit.
2. US Department of Commerce (1987) op. cit. P. 121
3. Includes graduate degree
4. In millions

*Data prepared by Office of Institutional Research

## AGE DISTRIBUTION OF ENTERING FRESHMEN

| Age | Fall 1986 CSI Freshmen | Fall 1986 CSI Survey Respondents | Fall 1984[1] CUNY Freshmen | Fall 1985[2] US Freshmen |
|---|---|---|---|---|
| 19 below | 73.9 | 69.1 | 74.3 | 95.0 |
| 20-24 | 13.6 | 15.9 | 15.2 | 3.6 |
| 25-29 | 4.6 | 4.4 | 4.9 | .7 |
| 30-44 | 6.4 | 9.8 | 4.8 | .6 |
| 45 over | 1.5 | 1.7 | .8 | .2 |
| (N) | (1403) | (398) | (15,548) | (1,660,277) |
| Mean Age | 21 years 5 months | 21 years | | |

1. The City University of New York "CUNY Data Book" (1984-85). New York City, New York. (Senior Colleges only).
2. Astin, A.W., et al (1985), The American Freshman: National Norms for Fall 1985. University of California at Los Angeles.

## EMPLOYMENT STATUS OF ENTERING CSI FRESHMEN

| Status | Fall 1986 Survey Respondents |
|---|---|
| Not Employed | 35.7 |
| Employed Part Time | 43.2 |
| Employed Full Time | 21.1 |
| (N) | (398) |

## MARITAL STATUS OF ENTERING FRESHMEN

| Marital Status | Fall 1986 Survey Respondents | Fall 1985* US Freshmen |
|---|---|---|
| Single | 85.7 | 98.5 |
| Married | 10.6 | 1.2 |
| Separated | 1.3 | .2 |
| Divorced | 1.8 | .2 |
| Widowed | .8 | 0 |
| (N) | (398) | (1,660,277) |

* Astin, A.W., et al (1985), The American Freshman: National Norms For Fall 1985. University of California at Los Angeles.

## PARENTAL INCOME OF ENTERING FRESHMEN

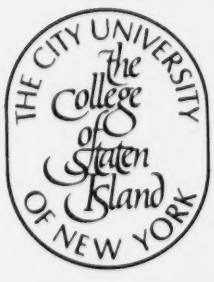
| Parent's Income | Fall 1986 Survey Respondents | Fall 1985* US Freshmen | US** Family Income |
|---|---|---|---|
| below 5,000 | 1.6 | 3.7 | 4.8 |
| 5,000- 9,999 | 6.3 | 5.1 | 8.5 |
| 10,000-14,999 | 8.5 | 7.1 | 10.2 |
| 15,000-19,999 | 7.9 | 7.1 | 10.5 |
| 20,000-24,999 | 11.6 | 8.6 | 10.3 |
| 25,000-29,999 | 12.7 | 8.8 | 9.3 |
| 30,000-39,999 | 21.7 | 21.0 | 18.7 |
| 40,000 or above | 29.6 | 38.6 | 27.7 |
| (N) | (189) | (192,453) | |
| Median | $30,000 | | $28,000 |

* Astin, A.W. et al (1985) op.cit.

** US Department of Commerce, (1987), *Statistical Abstract of the United States*, Bureau of the Census, Washington D.C. page 436.

## PERSONAL INCOME OF ENTERING FRESHMEN

| Personal Income | Fall 1986 Survey Respondents |
|---|---|
| None | 23.7 |
| below 5,000 | 40.0 |
| 5,000- 9,999 | 14.0 |
| 10,000-14,999 | 6.0 |
| 15,000-19,999 | 5.4 |
| 20,000-24,999 | 3.7 |
| 25,000-29,999 | .6 |
| 30,000-39,999 | 3.7 |
| 40,000 and up | 2.9 |
| (N) | (350) |
| Median | 5,000 |




**Office of Freshman Programs**
**The College of Staten Island/CUNY**